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A Statewide Program in Developmental Vocational
Guidance (K-12) and Occupational Preparation for the
Changing World of Work.

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ABSTRACT

The document is a sampling of lesson plans for career education in secondary academic subject areas, produced by North Dakota school personnel with the State board, for a vocational education exemplary project. It is a preliminary draft compiled for field-testing. Project objectives include: (1) preparing youth to cope with continued change in the world of work, (2) acquainting students with major occupational fields, (3) helping students assess themselves, and (4) helping students acquire necessary job information. Other objectives stress attitudes, realism, planning, and educational relevance. Individual lessons are presented in the areas of English, mathematics, biology, art, economics, office education, social studies, foreign language, and guidance. Several in-depth lessons are presented for English classes (comprising more than half the document); there is one lesson outlined for each of the other disciplines. Each lesson plan includes broad and specific objectives, a list of activities, a teaching guide entitled "Suggested Technique," and a list of resource materials. There is special emphasis in the English lessons on self-awareness, examination of attitudes and beliefs and their sources in society and in the family, and rational decision-making. Lessons in the other subject areas concentrate on occupational information, job skills, and self-evaluation. (AJ)

GUIDELINE OF CAREER DEVELOPMENT ACTIVITIES (samples)

A STATEWIDE PROGRAM IN DEVELOPMENTAL VOCATIONAL
GUIDANCE (K-12) AND OCCUPATIONAL PREPARATION
FOR THE CHANGING WORLD OF WORK

Preliminary draft compilation for field-testing
purposes in the Bismarck School District No. 1
and other selected schools in North Dakota.

Materials researched and compiled by personnel
in the Bismarck Public Schools in conjunction
with the State Board for Vocational Education.

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CE004582

EXEMPLARY PROJECT OBJECTIVES

Grades 10-12

1. To prepare youth to cope with the continued change in the world of work.
2. To acquaint students with major occupational fields.
3. To develop understanding of the need for continued education or training needed in various career areas.
4. To point out relationship between specific high school courses and the jobs for which they can prepare a student.
5. To develop attitudes of respect for cooperation with employers and employees.
6. To provide information regarding employment.
7. To help students make a realistic choice of post secondary plans.
8. To help students assess themselves in light of interests, ability, and personal characteristics, relative to future plans.
9. To help students acquire the necessary information for job hunting, application and interview, or post secondary training.
10. To help students make necessary adjustments for adult living.

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To make the student aware that, with insight, the advantages of his family life and upbringing can be more fully exploited, and that what may appear to him as disadvantages can, when realized and understood, become advantages.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will analyze the advantages and SUGGESTED SUBJECT AREA English disadvantages of his home life and will transmit to the teacher orally or in writing SUGGESTED GRADE LEVEL 10-12 the ways he can capitalize on the advantages and the steps to convert the disadvantages to advantages.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Brainstorming Discussion Evaluation	A. To further define the effect of the parents on the student's attitudes, have students brainstorm individually and list the advantages and disadvantages under each of the following topics. Time for evaluation should be provided between topics. 1. The attitudes of my parents towards my friends has been an Advantage. disadvantage 2. The ways my parents have given me responsibility has been an Advantage. disadvantage 3. The way my parents spend their money has been an Advantage. disadvantage 4. The social and recreational activities of my family have been an Advantage. disadvantage	The Lady or the Tiger? Frank Stockton Films: (Britannica Films) The Lady or the Tiger? The Lady or the Tiger, A Discussion of

Δ SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	5. The attitude of my parents towards honesty has been an Advantage disadvantage	
	6. The relationship between my parents and me has been an Advantage disadvantage	
	7. The relationship between my Mother and Father has been Advantage disadvantage	
	8. The attitude of my parents towards money has been an Advantage disadvantage	
	9. The attitude of my parents toward education has been an Advantage disadvantage	
	B. After each three topics students should break into small groups so those who wish can discuss the topics as well as the advantages and disadvantages listed. C. Each student should individually choose at least one advantage from each topic and determine how he can more fully utilize it at home, in school, or at work. He should also show the benefits that have or could stem from at least one disadvantage from each topic.	

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	D. The small group should attempt to analyze and provide insight into at least one advantage or disadvantage selected by each member of the group. E. If time and interest permit, the same procedure should be repeated for topics four through nine. If not, items six and seven should be covered in the above manner. If the teacher decides to discontinue the group work, he will probably want the students to complete all items individually. F. List all conclusions that can be drawn from the discussion during this activity and a list should be compiled from each group. G. Small group conclusions should be reported to or discussed in the large group. H. Students should evaluate the worth of these activities.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To provide each student with a realization and understanding of the ways he has been influenced by the attitudes and outlooks of his parents, that the attitudes of the parent and the student are not necessarily right or wrong, and that it is not what an individual has but what he makes of what he has that is important

SUGGESTED SUBJECT AREA English

SPECIFIC BEHAVIORAL OBJECTIVE:

Each student will list and transmit to the teacher in writing or orally the qualities, traits and opinions of his parents that he accepts or rejects, and how he positively or negatively reacted to those attitudes and outlooks

SUGGESTED GRADE LEVEL 10-12

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Discussion and brainstorming (this activity will probably take from two to three hours.)	Have students A. Brainstorm individually on each of the following topics. Time for evaluation of each brainstormed list should be given before proceeding to the next topic. For each topic consider all attitudes toward money, education, social life and status, student peers, etc. 1. In what ways would I like to be like my mother and/or father? 2. In what ways am I like my Mother and/or Father? 3. In what ways do I not want to be like my Mother and/or Father? 4. In what ways am I not like my Mother and/or Father? 5. Considering the above lists, in what ways have my parents influenced my attitudes, ideas and goals? continued	The Outsiders S. E. Hinton Available in any bookstore The Rocking-Horse Winner D. H. Lawrence Dr. Heidegger's Experiment Nathaniel Hawthorne

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

RESOURCE MATERIALS

ACTIVITY

SUGGESTED TECHNIQUE

- B. Making reference to topic A5, the student should individually brainstorm and evaluate each of these topics.
 1. Which of my attitudes and outlooks do I want to maintain?
 2. Which do I want to change?
 3. To what do I want to change?
 4. How can I change each?
- C. To clarify the concept that what is right for one person is not necessarily right for another, maintain the large group and discuss the Outsiders, or any other appropriate book you and your students are familiar with. Which group is right in its attitudes toward the other group- the Greasers or the Socs? (Students should conclude that both groups are right and wrong.)
- D. Have the students break into small groups to compare and contrast the lists from topics A 1-5.

Have students establish whether problems are similar or unique, or whether no conclusions can be reached. (This will help students open up to the other individuals in the group and will probably show that most problems are not unique, and that although differing in nature, have common roots.)

Continued

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
D.	Continued You may want the small groups to share their conclusions with the large group.	
E.	In the small groups choose one "problem" from each student's lists. For each "problem" decide whether the parents are right or wrong. Right for them? Right for the student? Is there a difference? (Students will probably decide that like in <u>The Outsiders</u> , what is right for one person is not necessarily right for another.)	
F.	Have students individually re-evaluate topics B 1-4. (concept: It is not what we have, but what we make of what we have that counts.)	
G.	A discussion of the effects of family relations and the home environment naturally leads to a story like "The Rocking-Horse Winner" which so vividly discloses the effect parents can have on the attitudes and actions of their children. (A possible approach can be found in the short story grouping included with this unit.)	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To explore through the study of holidays and traditions the doctrines, opinions, and attitudes that we accept at face value and to broaden our understanding and our acceptance of beliefs and attitudes that differ from our own.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will in writing or orally transmit to the teacher the insights he has reached through research and discussion on the doctrines, traditions, and attitudes that he has accepted at face value so that he will more fully understand himself and more objectively evaluate before accepting or rejecting the attitudes and beliefs of others.

SUGGESTED SUBJECT AREA English

SUGGESTED GRADE LEVEL 10 - 12

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Research, Brainstorming, Discussion Evaluation Watching films Reading short stories	General Outline: (See attached sheets)	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

Suggested Technique (cont.)

E. Analysis

1. Have students brainstorm and evaluate conclusions which can be drawn from the materials covered in this unit.
2. Have students individually or as a group evaluate the success or worth of this unit.

THE LOTTERY - Shirley Jackson

- A. As a kick-off, have the students discuss traditions of the community, school, and home, emphasizing those where the original purpose is no longer important (as Halloween, once a religious observation, is now non-secular).
- B. To tie this discussion to "The Lottery" the teacher can ask why activities like trick or treating are condoned on Halloween but not on other days.
- C. Read the story and/or watch the two films on "The Lottery." (Note: Both these films are excellent.)
- D. In addition to the aspects that would normally be covered - foreshadowing, irony, origin of the lottery, elements of fiction, etc. - the teacher will probably wish to have the students discuss some of the following topics.
 1. Discuss the significance of each of these quotes:
 - a. "Be a good sport, Tessie. All of us took the same chance."
 - b. "There has always been a lottery."
 - c. "Lottery in June, corn tall soon."
 - d. "The first thing you know, we'll all be living in caves and eating stewed chickweed and acorns."
 - e. "All right folks, let's finish quickly."
 - f. "It ain't the way it used to be. People ain't the way they used to be."
 - g. "There's Don and Eva. Make them take their chance!"
 - h. "Seventy-seventh year I've been in the lottery."
 - i. "I hope it isn't Nancy."
 - j. "I clean forgot what day it was."
 - k. "It seems there's hardly no time between lotteries anymore."
 2. Discuss the significance of each of the following situations:
 - a. The children gathering stones.
 - b. Bill forcing the slip from Tessie's hand.
 - c. The woman handing Davey a stone.
 3. Support or refute Tessie's comment: "It isn't fair, it isn't right."
 4. Support or refute: "The Lottery" is a realistic story.

Suggested Technique (cont.)

The Lady or The Tiger? - Frank Stockton

In this story we, of course, have two people who must make decisions and must decide on the basis of their trust in another person as well as their moral outlooks. It is a story seemingly well suited to reveal and discuss outlooks and views basic to each student. Therefore, the teacher will probably wish to cover this story in conjunction with the second series of attitude worksheets.

Following lead-in discussion, reading the story and/or watching the film, have the students discuss any four of the seven (optional numbers) topics in small groups. A small group secretary should keep notes of proofs and conclusions. Compare small group decisions in the large group.

1. The princess directs the man to the door of the tiger.
2. The man who loves the princess should not have been brought to trial.
3. The man is wrong to love the princess.
4. Our present judicial system is comparable to that of the king.
5. Like the citizens in the story, we too, seek sensationalism.
6. Although the king considered himself fair for not deciding guilt or innocence, he is actually arbitrary.
7. The man is a fool if he trusts the decision of the princess.

The Rocking-Horse Winner - D. H. Lawrence

In this story we immediately note the overwhelming impact that the actions and attitudes of parents can have on their children. It provides an ideal backdrop for discussion of feelings and experiences integral to the attitudes and outlook of each student. Therefore, the teacher will probably wish to cover this story in conjunction with the first series of attitude exercises, to which the topics below are keyed.

- A. Before reading the story, the students should discuss whether or not the actions and feelings of parents influence their children more than anything or anyone else.
- B. In the analysis of the story, students should be asked to support or refute all or some of the following topics:
 1. In every home there is a "whisper". (Does the whisper have the same source in every home?)
 2. Paul should know that giving his mother money will only increase the whisperings in the house.
 3. Paul is lucky and his mother is unlucky.
 4. Paul's mother is responsible for Paul's death.

Suggested Technique (cont.)

"The Tunnel"

A story with the complexity and tightly-knit structure of "The Tunnel" provides a fine opportunity to encourage students to think for themselves. This exercise has been designed with this in mind. By following the outlined procedure, the students should be able to grasp the meanings as well as the steps and processes of understanding with only occasional hints or appropriate questions from the instructor.

Naturally previous small group activities to increase the student's comfort in a small group situation and to increase his awareness and understanding of group dynamics are necessary before attempting a story of this depth and exercises of these dimensions.

The Tunnel - Friedrich Durrenmatt

A. Possible Introduction

It's obvious that all of us do many routine things and that routine can't be avoided. But, the point the students should be aware of is that routine can become too restrictive, closing us off from ideas, experiences, and people that could be broadening our scope.

This can be illustrated to the class by exaggerating a routine and by repeating this routine in near-cadence. For example: "I get up, brush my teeth, weigh myself, eat two eggs, go to school, patrol the halls, come home, eat supper, go to a meeting, go back home, go to bed. Next day "(repeat) "Sound familiar?"

- B. Discussion of routine will probably include such things as the kinds of routines we follow, how we get into them without realizing it, etc.
- C. Following a brief discussion of symbolism in general and the reading of the story, discuss as a class a major symbol or two from the story.
- D. Have the students break into small groups and brainstorm other possible symbols from "The Tunnel." (See attached list)
- E. Have the symbols brainstormed in each group written on the board.
- F. Have small groups evaluate the symbols - trying to piece the symbolic structure together. (Teacher will naturally have to move from group to group and subtly provide any necessary help.)
- G. Compare and piece together the results as a large group.
- H. Have the students support or refute each of the following topics:
 - 1. There is no difference between a routine and a rut.
 - 2. There is no way to avoid entering a tunnel or rut.
 - 3. The further we move into our ruts, the more unlikely we will get out.
 - 4. People can be happy in their ruts.

Tunnel

Conductor

Darkness

Student

Speed

Engineer

Train

Brakeman

Glasses

Girl reading novel

Ear Plugs

Chess player

Fat

Man in black scarf

Cigars

People in dinning car

Easter

A. Origin of the name

1. Anglo-Saxon spring goddess "Eoster" or "Oester"
2. German "ost" or "ostern" for "East", the direction in which the sun rises.

B. Religious traditions

1. Early sunrise service

- a. Commemorating those who rose early to go to the tomb as the sun rose on the first day of the week.
 - 1) this was formerly a weekly celebration, now only for Easter
- b. Pagan belief that the sun danced in celebration on this morning; people would go to observe this feat.

2. Wearing something new for church on Easter

- a. Baptisms were performed on Easter, and the people were given new white robes to wear.
- b. Pagan celebrations of spring - people decorated themselves with flowers, etc.

C. Secular traditions and customs:

1. Easter rabbit

- a. The hare was an ancient symbol of fertility (Spring - new life)
- b. Symbol of the moon (Japan, Egypt, etc.), which determines the date Easter is celebrated

2. Easter Eggs

- a. Eggs were formerly forbidden during Lent - Easter is the end of Lent
- b. Eggs are an ancient symbol of fertility
- c. Hebrew Passover Paschal egg symbolized the (old) Covenant with God of hope for salvation; Easter egg symbolizes the (new) Covenant with God - sending Christ for salvation
- d. Christian concept of an egg as Christ's tomb
- e. Egg rolling
 - 1) rolling away the stone from the tomb
 - 2) fertility of spring spreading
- f. Colored eggs
 - 1) purple - symbol of peace
 - 2) red - blood of Christ
Pre-Christian: red warding off evil spirits
 - 3) spring colors and designs

Easter (cont.)

3. Easter parade

- a. Pagan celebration of spring
- b. Pope's decree for his officials to dress in their best robes and walk through the streets to celebrate the rising of Christ.

D. Foods

1. Hot cross buns

- a. formerly eaten only at Easter
- b. frosting cross symbolizing Christ's death cross
- c. originally made out of communion wafers

2. Ham for dinner

Old English king decreeing that all his subjects must eat bacon (pork) on Sunday because the Jews refused to eat pork.

Halloween or All Hallows Eve (All Saint's Day)

From the church's viewpoint it is the vigil of All Saint's Day. Since the Middle Ages, pagan customs and beliefs about evil spirits and the souls of the dead have attached themselves to this evening.

Customs and traditions resulting from All Hallows Eve:

Jack-O-Lantern:

A man named Jack was barred from heaven because he was too stingy; he was also barred from hell because he played tricks on the devil. As a result, he was condemned to walk the earth with his pumpkin lantern until Judgement Day.

Trick or Treats:

The Irish peasants in the seventeenth century went about on October 31 asking for money with which to buy luxuries for a feast and demanding in the name of Colum Kill, or St. Columba, the fatted calves and black sheep be prepared for the feasting. (The feast was in celebration of a fall festival.)

Ducking for Apples:

The English ducked for apples as the Irish and Scotch did; they would tie a lighted candle on one end of a stick and an apple on the other and suspend it from the middle and set it spinning. The game was to bite the apple as it swung past and to avoid getting burned by the candle. This game is supposed to be a relic of the fires on the hills on the Eve of Samhain in the ancient days of the Druids.

Halloween (cont.)

Halloween Pranks:

During the Middle Ages it was believed that the wandering spirits played tricks or pranks on people. Later young men started "helping" the spirits with the tricks, receiving none of the blame.

Colors:

Black - darkness
Orange - pumpkins - fall

Cats:

Association with witches as a familiar

Full Moon:

Fall festival

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint the student with career opportunities closely related to the social science course.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will give oral or written expression to the basic nature of at least four social science related careers.

SUGGESTED SUBJECT AREA Social Studies

SUGGESTED GRADE LEVEL 12

ACTIVITY

Researching, formulating reports and discussing report information.

SUGGESTED TECHNIQUE

- A. Introduce to the students the social science curriculum with the purpose of exposing them to its career preparation aspects.
- B. Divide the class into two groups.
 1. *Assign one group of students to choose one of the following areas in the social sciences to be researched for the career implications:
 - a. Anthropology
 - b. Economics
 - c. Geography
 - d. Political science
 - e. History
 - f. Sociology

RESOURCE MATERIALS

- Occupational Outlook Report Series
 U. S. Department of Labor
 U. S. Department of Health, Education, and Welfare
 S. R. A. Career Information

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
	2. *Assign the other group of students to research the following occupational areas with special emphasis on their connection with the social sciences: a. Criminologists b. Economist c. Geographer d. Political scientist e. Psychologist f. Sociologist g. Recreation worker h. Teachers C. Panel presentation of research efforts should establish the correlation between the several careers researched and the social science curriculum. *The size of each group will determine the number of students to be assigned to each research area.	

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: Gain direct contact with work in their field of interest.

SUGGESTED SUBJECT AREA Advanced Biology
SUGGESTED GRADE LEVEL 12

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will relate, orally or in writing, at least one reason why he would or would not make his "farm out" activity his career choice.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Six-weeks "Farm outs" of Advanced Biology students to area facilities.	During a six-week period (starting approximately March 15) the students spend a minimum of 12-15 hours a week observing the area of their interest. 1. Students should be questioned about real interests. 2. "Farm Out" Supervisor should be interviewed to determine the kind of activity the student would be involved in. 3. Fit the student to the "farm-out"	Clinics, hospitals, doctors, veterinary clinics, State Game and Fish Department, Experiment Station, State Laboratory, State Health Laboratory, psychiatric ward, or any other biological science oriented occupation.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the possible relationships between jobs and foreign language courses.

SPECIFIC BEHAVIORAL OBJECTIVE: All students will relate verbally or in writing, how foreign language courses are related to the work-a-day world and to name a career of their choice in which foreign language is used.

SUGGESTED SUBJECT AREA Foreign Language
SUGGESTED GRADE LEVEL 10-12

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Developing a "Vocational Corner" Use the "Vocational Corner" to get information on a particular job requiring language proficiency.	Have students build a "Vocational Corner" consisting of materials on occupations and professions directly or indirectly utilizing knowledge of a foreign language. Introduce students to the purpose of a Vocational Corner at the beginning of the school year. Encourage students to browse. For extra credit assign all or some students to research one foreign language related vocation and to prepare report. Write letters to a company engaged in import-export business to find out job opportunities with that company. (Other foreign related businesses can be used.)	<u>Dictionary of Occupational Titles</u> <u>Occupational Outlook Handbook</u> U. S. Foreign Service Peace Corps - Vista Direct contact with U. S. Companies with extensive foreign branches Magazine advertising Guidance Office Travel Agencies See Appendix D for addresses

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with general characteristics of people in mathematics.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will list four characteristics of people in mathematically orientated jobs and will relate these characteristics to himself.

SUGGESTED SUBJECT AREA Math
SUGGESTED GRADE LEVEL High School

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Identify characteristics that fit the image of a mathematician	Duplicate and hand out for discussion the following: S. R. A. Jobs In Mathematics #8 P. 7, "The Ties that Bind." Qualities Common to all mathematics 1. Method - system of logic in order to reach conclusion. 2. Symbolism - all people can easily read and results are concise and clear. 3. Pattern - finds order amongst chaos. 4. Beauty - Rhythm and order are pleasing wherever they exist. Have each student list the above qualities and tell how he does or does not identify with them.	S. R. A. Cassette Jobs In Mathematics #8 Mathematicians Statisticians <u>Occupational Outlook Handbook</u> <u>Occupational Guidance</u> Finney Company - Minneapolis, Minn.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the many areas of work that use mathematics

SPECIFIC BEHAVIORAL OBJECTIVE: Students will list six careers in which SUGGESTED SUBJECT AREA Mathematics math is required and give a work problem that might be encountered in that SUGGESTED GRADE LEVEL 10-12 occupation.

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Listing occupations where using math is necessary.	List six careers that use math and (if possible) investigate that occupation personally and have the worker verify the type of math problem. The more advanced student would investigate work areas that relate to the type of math that is presently being studied.	<u>Dictionary of Occupational Titles</u> Occupational clusters (See appendix) Class text books <u>Occupational Outlook Handbook</u>

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

A. Decker

BROAD OBJECTIVE: To acquaint students with equipment not ordinarily available in schools.

SPECIFIC BEHAVIORAL OBJECTIVE: Students will be able to identify machines and briefly describe their function and operation.

SUGGESTED SUBJECT AREA Office Ed

SUGGESTED GRADE LEVEL 12

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Learn about the latest in automated office equipment or about equipment not available at school. If possible, bring pictures of such equipment. Guest Speaker Field Trip Selection and evaluation of three machines.	1. Show film from IBM: "Impression Beyond Words." 2. Discuss film 3. Demonstrate equipment on short-term loan to the class (for example: a new calculator on loan from the company). If possible, allow some hands-on experience no matter how brief. 4. Have speaker outline the future of office work with special emphasis on the new office machines available. 5. Arrange to visit a community firm for a demonstration of office machines they use in conducting their business. (For example: an insurance company using computers to list policy holders.) 6. Each student will select three machines particularly interesting to her/him, will list their function, will describe their operation, and, if possible, will relate each machine to her/his occupational objective.	Film: "Impression Beyond Words", International Business Machines Corporation Representative from office machine firm (or someone whose work deals almost exclusively with the operation of office machines). Bulletin board display of as many as possible of the machines described and demonstrated.

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To assist the students in a career choice, considering both the availability of training and the location of this training in North Dakota.

SPECIFIC BEHAVIORAL OBJECTIVE: The student will prepare a written study on the relationship between career choice and the availability of training in North Dakota.

SUGGESTED SUBJECT AREA Economics

SUGGESTED GRADE LEVEL 10 - 12

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Acquaint student with <u>Occupational Outlook Handbook</u> and career kits as aids in making a career choice.	Using the <u>Occupational Outlook Handbook</u> and the career kits, the student will research prospective jobs of interest to him.	<u>Occupational Outlook Handbook</u> <u>Vocational Training Opportunities in North Dakota</u>
Acquaint student with <u>Vocational Training Opportunities in North Dakota</u>	Student will research the <u>Vocational Training Opportunities in North Dakota</u> directory for the purpose of finding types and locations of training available to him relative to his career choice.	Career Kits College catalogs
	Student will relate to class changes in his list of career choices that may have occurred due to information he gained concerning the availability of training opportunities in North Dakota.	Resource persons: Qualified people in the area of employment
	A. Class reports B. Class chart (each student will contribute to the chart information on availability of training in North Dakota, related to his career choice) C. Written reports	

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with general characteristics of people in art related occupations.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student will list at least four characteristics of people in art oriented jobs and will relate these characteristics to himself.

SUGGESTED SUBJECT AREA Art

SUGGESTED GRADE LEVEL High School

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Identify characteristics that fit the image of an artist.	Duplicate and hand out for discussion the following from SRA Job Family Series "Jobs in Art" #12: 1. pg. 47 Some Facts About Jobs in Art 2. pg. 42 Related Jobs in Art 3. pg. 5 A Portrait of Art Qualities common to all artists: 1. Courage to be original 2. Willingness to work hard 3. Has good taste and artistic ability 4. Ability to draw well 5. Ability to give an idea form (ability to conceive ideas) 6. Willingness to work long hours 7. Imaginative 8. Can design with vision 9. Good coordination Have each student list the above qualities and tell how he does or does not identify with them.	1. "Jobs in Art" - Job Family Series #12 - Science Research Assoc. 2. "Floral Designing as a Career" pamphlet - Rittners School 345 Marlborough St., Boston, Mass. 3. Occupational Outlook Handbook 1972-73 pp. 192-198 U. S. Dept. of Labor Bureau of Labor Statistics Bulletin 1700 4. Careers in Art 1963 NAEA Office, Washington, DC 5. Field trips to: local stores, TV art depts., commercial artists, newspaper art depts., art teachers, sign painters, architects, florists

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

BROAD OBJECTIVE: To acquaint students with the possible relationships between art jobs and foreign language courses.

SPECIFIC BEHAVIORAL OBJECTIVE: Each student name a career of your choice SUGGESTED SUBJECT AREA Art - Foreign Lang.
in which foreign language is used. SUGGESTED GRADE LEVEL 10-12

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Develop a file and Vocational Corner for information on art jobs requiring language proficiency.	Have students "build" the file of materials on art occupations and professions utilizing knowledge of a foreign language.	Occupational Cluster - Art <u>Occupational Outlook Handbook</u>
Write letters to colleges of art to find out businesses who request graduates with knowledge of a foreign language.	Write letters to colleges of art to find out businesses who request graduates with knowledge of a foreign language.	Direct contact with U. S. companies with extensive foreign branches Guidance Office
Write letters to companies engaged in import-export business to find out job opportunities.	Write letters to companies engaged in import-export business to find out job opportunities.	U. S. Foreign Service Peace Corps VISTA Sister Remy, Director of Art Mount Mary College Milwaukee, Wisc. 53222

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CAREER DEVELOPMENT ACTIVITIES

Radio

BROAD OBJECTIVE: Girls become informed of career opportunities and educational opportunities available to high school graduates in the military services.

SPECIFIC BEHAVIORAL OBJECTIVE: Student will write a paragraph on the enlistment qualifications for any of the four U. S. Services. She will also answer these questions: "Is this type of career for me? Why?"

SUGGESTED SUBJECT AREA Guidance

SUGGESTED GRADE LEVEL Senior High

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
Student will investigate the advantages of finding their future career in an area of their personal interest within the U. S. military services. The information will be gotten through the use of the following techniques.	1. Show a film on opportunities for girls 2. Speaker from recruiting station. 3. Read booklets and bulletins available. 4. Get names and addresses of local girls who are already in the service and correspond with them to establish direct personal contact with someone who is experiencing the military for the first time. (For the girl who can't afford college or further education, there is free training or most of off duty college tuition paid by the service. Many fields are open to girls, stateside and overseas by choice. One branch will enlist girls for a specific job, another for specific job areas. Air Force enlistments are for four years; Navy - three years. Army and Marines keep the girls two to three years.)	Films and speakers available from your local recruiting office. Booklets: Discuss the World Making Her Own Way Let's Go Air Force Find Yourself Educational Opportunities in the U. S. Air Force Find Yourself That Special Look Let Yourself Grow Start as an Officer U. S. Air Force Comparison Chart (Career fields by aptitude area) Careers for Women in the Armed Forces (produced by the Dept. of Defense and Dept. of Labor) The above booklets are available from: Bismarck Recruiting Office 515 East Main Bismarck, ND 58501 OR Army Opportunities Dept. 450 Hampton, Virginia 23369

SUGGESTED CORRELATION FOR THIS ACTIVITY:

CONTINUATION ACTIVITY SHEET

ACTIVITY	SUGGESTED TECHNIQUE	RESOURCE MATERIALS
		SRA Career Information Kit File 406 - Protective Services (military) Occupational Outlook Handbook 1972-73 Edition - Armed Forces pg. 849 <u>Servicewomen and What They Do,</u> Karl Schuon & Ronald Lyons, Franklin Watts, Inc. 575 Lexington Ave. New York, NY \$3.95 Careers in the Medical Services of the U. S. Armed Forces (Available from the above Army address)